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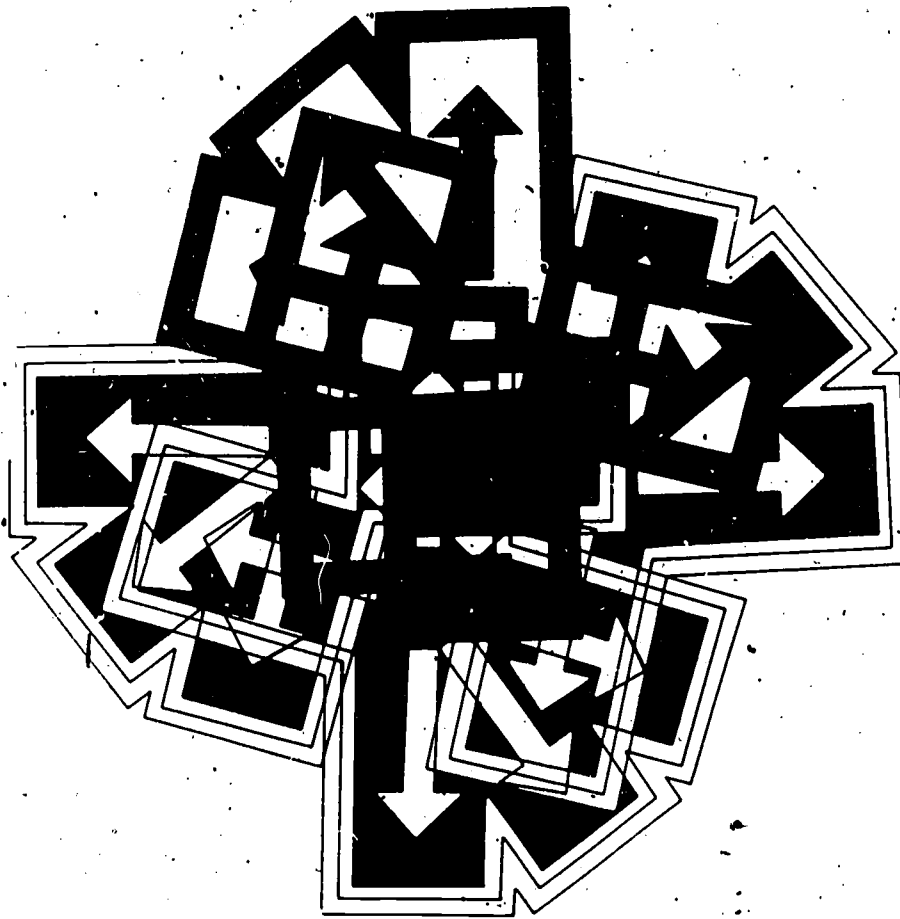
ABSTRACT

Attempting to discredit the widely held myth that the study of foreign languages serves only the interests of the college-bound student, this study describes a survey on the status of foreign language study in Illinois and proposes a new rationale for the study of foreign languages which would benefit the majority of students in American schools. Three main ideas are considered: (1) the importance of foreign language education in an international world, (2) foreign languages in an era of rapid communication, and (3) language instruction in a multi-racial and cross-cultural society. (RL)

**A New Rationale for the Teaching of Foreign
Languages in Illinois: A Humanistic View**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Office of the
Superintendent of
Public Instruction
State of Illinois
Michael J. Bakalis
Superintendent

PREFACE

Many myths have surrounded the study of foreign languages in the United States. Among them, "The study of foreign languages serves only the interest of the college-bound students," the "elite," or as some would consider it a "fringe benefit" in the educational program. Recently, some educators and administrators in colleges and universities have questioned the place of foreign languages in the core curriculum.

In an attempt to break down these myths, two objectives were to be accomplished:

1. A survey on the status of foreign language education in Illinois was conducted;
2. A new rationale for the study of foreign languages which would benefit young Americans now enrolled in our schools was formulated. Foreign language teachers, students, parents and educators contributed to the documentation of this rationale.

Consideration was given to three main ideas: the importance of foreign language education in an international world, in an era of rapid communication, and in the multi-racial and cross-cultural society in which we live. The Foreign Language Specialists are solicitous to help any school district or community wishing to set up a program for the teaching of a second language in their schools.

Michael J. Bakalis
Superintendent of Public Instruction

June 1972

Through the study of a second language a student learns thoroughly human values.

- He learns to understand not only himself, but his world and the needs and aspirations of his fellowmen.
- He learns to reassess his own values and to reflect on the values of another culture and society.
- He learns to develop compassion, tolerance, open-mindedness, awareness and flexibility in his relationship with others.
- The diversity he encounters in his culture and the culture of other people provides personal enrichment.
- He learns to appreciate the good and beautiful that may not give immediate cash results.

The study of a foreign language adds another dimension to the student's own way of life and enables him to become a more effective individual in the society in which he moves. To quote Napoleon:

"The man who knows two languages is worth two people."

He is able to communicate with people of other languages and cultures in his own environment.

- It teaches him how to reach into the intellect of other people and appreciate the language they speak.
 - It teaches him to respect another person's ideas and ways of thinking.
 - It teaches him to understand other people's feelings, habits and behavior, their values and principles.
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- It helps him to accept all ethnic groups and nationalities.
 - It enables him to feel the warmth that goes with communication in a language someone else speaks.

- It helps him to form bonds of friendship and develop the spirit of harmony in human relations.

The study of a second language broadens the student's view of the world and narrows the communication gap between countries.

- It makes the world more meaningful, brings him hours of pleasure, and makes world travel more interesting.
- It helps him to understand the international dimension of political affairs.
- It helps him to assume a leadership role in the world, and build a world society.
- It enables him to penetrate the thinking and views of people who can provide different insights into their culture as well as his own culture.
- It allows great minds to enter into the mainstream of manpower.

The knowledge of a second language is advantageous to students seeking careers in all aspects of human relations:

- Government

Diplomatic Service Corps and International Relations
Ambassador, Consul, Foreign Service
Federal Bureau of Investigation and Intelligence Service
United States Information Service
United Nations translator and interpreter
Court Interpreter
Peace Corps
Service to foreigners in the United States
Secretaries in government service

- Business and Trade

Administrator for over-seas business firms
Personnel manager for an American company abroad

Company representative in foreign country and
to foreign clients

Hotel Management

Secretary and Receptionist

Merchandising

Importing and exporting goods

Overseas accountants and auditors

- Travel Service

Airline officers around the world

Airline hostesses and stewardesses

Travel Bureau agents

Advisor on foreign travel

Tourist guides in foreign countries

- Communications Media

Written

Journalism

Foreign correspondence

Advertising

Translations of books, articles, reviews

Oral

Foreign films, directors and producers, dubbing

Radio announcer, broadcasting, news analysis

Entertainment, plays, operas, theatre

Recording Industries

Simultaneous Interpreters

Telephone Operators

- Education

Teaching in

American schools all levels

Schools abroad

Armed Forces

Peace Corps

Recording tapes and disques for educational purposes

Laboratory monitor

- Research

- Scientific
 - Literary
 - Government
 - Informant or Consultant
 - Personal or private

- Social Work

- Court interpreter
 - Case workers among immigrants

- Fashions

- Buyers
 - Co-ordinators for styles
 - Designers

- Gastronomy

- Hotel chefs, connoisseurs of foreign foods
 - Menu writing
 - Cook books and recipes

In conclusion, in order to realize the points set forth in this rationale, the study of a second language should be integrated in the school curriculum at all levels of learning. It can truly benefit every student in the State of Illinois and assist in humanizing education today in a multi-racial and cross-cultural society, and serve the nation and posterity in human relations and world understanding.

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Interest Poll
on
Second Language Learning in Illinois
June 15, 1972

Name _____

Title _____

School Name and District Number _____

College or University _____

Organization _____

Community Interest Group _____

Street Address _____

City or Town _____, zip code _____

Check Yes or No where appropriate.

- | | Yes | No |
|---|-------|-------|
| 1. I am interested in promoting the study of a second language. | _____ | _____ |
| 2. I agree that the study of a second language should begin in kindergarten. | _____ | _____ |
| 3. I agree that the study of a second language should be part of the regular curriculum. | _____ | _____ |
| 4. I would be willing to assist in organizing a study group interested in learning a second language. | _____ | _____ |
| 5. Which language would you prefer for your school or community district? | _____ | _____ |

Kindly tear off this form at the perforated line, and mail to the address below on or before October 1, 1972.

Sister Marie Celeste, Assistant Director
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